

BREAKFAST POWER



THEME: Power Up with Breakfast

NUTRITIONAL FOCUS: Food Groups

GRADE LEVEL: 5

OBJECTIVES:

Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by reading, participating in class discussions, and completing activities.

Students will demonstrate problem-solving ability by using information to solve problems.

Students will demonstrate writing skills and their understanding of the importance of breakfast and physical activity by writing solutions to problems.

Students will become familiar with a variety of breakfast foods by playing a game.

Students will develop functional reading skills by reading from a food package.

Students will demonstrate writing skills by writing a paragraph comparing two sets of data.

Students will choose to eat a healthy breakfast as a result of becoming aware of the recommendations of the *Dietary Guidelines for Americans* and the food groups of the *Food Guide Pyramid*.

CURRICULUM CONNECTION: Health, Math, Physical Education, Reading, Science, Writing

Health Education Standards

Standard One: Students will understand health promotion and disease prevention concepts and strategies.

Indicator One: Students will evaluate how personal behavior can impact the health of self, peers, and family.

Standard Three: Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

Indicator Two: Students will evaluate strategies for achieving and maintaining personal health goals.

Indicator Three: Students will evaluate the role of personal responsibility in health-related decisions.

Listening and Viewing Standards

The students will:

2. listen, draw conclusions, and share responses in subject-related group learning activities.

Measurement Standards

The students will:

1. identify equivalent periods of time and solve problems.
3. use and convert measurement units.
6. explain equivalent fractions in measurement.
7. use appropriate tools to measure length, weight, temperature, volume, and area.

Number Sense Standards

The students will:

12. select and use appropriate arithmetic operations for multi-step problem situations.
17. understand relative size of whole numbers, commonly used fractions, decimals, and percent.

Physical Education Standards

Standard Two: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator Two: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

Reading Standards

The students will:

3. use different reading strategies to comprehend text.
4. locate information in text to support opinions, predictions, and conclusions.
10. identify and analyze the distinguishing organizational patterns of various literary forms.
16. use text organizers to predict and categorize information in print materials.
18. draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience.

Science, Technology, Environment, and Society Standards

The students will:

2. describe the effect new ideas and inventions have on people.

Statistics & Probability Standards

The students will:

1. collect, organize, and display data in a variety of forms.
2. use statistical data about life situations to make predictions and justify reasoning.

Writing Standards

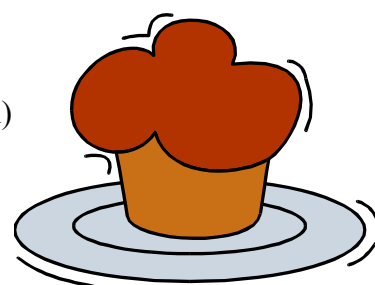
The students will:

6. use correct grammar in writing.
9. write expository texts which speculate on the cause and effects of various situations.
11. write to inform, to entertain, or to provide explanations to specific audiences.
17. write in response to ideas, thoughts, and information presented in various content areas.
20. edit for capitalization, punctuation, and spelling.



MATERIALS NEEDED:

- Student Handout *Breakfast Record* (included in lesson)
- Parent Letter (included in lesson)
- Student Handout *Food Guide Pyramid* (included in lesson)
- Student Handouts for *Breakfast Power* (included in lesson)
- Stapler
- Scissors
- Student Handout *Breakfast Foods* (included in lesson)
- Student Handout *Power Up Bingo* (included in lesson)
- Fruit Loops or other round cereal pieces to use for game markers
- Student Handout *Juicy Problems* (included in lesson)
- Student Handout *Cereal for Breakfast* (included in lesson)
- Student Handout *Cereal Questions* (included in lesson)
- Student Handout *Blueberry Muffins* (included in lesson)
- Four or five purchased blueberry muffin mixes
- Student Handout “Berry” Good Muffins (included in lesson)
- One dozen eggs in carton for demonstration of fractions
- Student Handout *An “Egg-Citing” Breakfast* (included in lesson)
- Student Handout *Comparing the Records* (included in lesson)
- Parent Survey (included in lesson)



BACKGROUND INFORMATION:

See *Breakfast is Power* student booklet pages included in lesson

PROCEDURES:

1. A week before the lesson begins, provide students the *Breakfast Record* handout. Instruct students to write the date under the day of the week in the first column of the chart and keep a record of the foods they eat for breakfast. (This baseline data will be used as an assessment of the effectiveness of the study.) After the week of data collection, collect the completed *Breakfast Record* handouts for later reference.
2. To begin *Breakfast Power*, send home the parent letter to share information about the *Breakfast Power* unit.
3. Distribute a *Food Guide Pyramid* to students and lead the class in reviewing the five major food groups. Ask students to name common breakfast foods and identify the food group of each. Using deductive thinking, lead students to name the “Vegetable Group” as the food group least likely to be represented in breakfast foods.
4. Distribute the *Breakfast Power* booklet pages to students. Ask students to cut out each sheet from the pages and assemble the pages to make a booklet. The booklet should be stapled together on the left edge.

5. Divide the class into pairs. Assign each pair of students to read the booklet aloud to each other. After reading the selection, allow each pair of students to share some information from the booklet with the class. Allow time for discussion of questions.
 - A. Why do all people not need the same number of servings?
 - B. Why do most people eat less fruit than is recommended?
 - C. Why are nuts and eggs in the same group as meat?
 - D. Why is it important to watch serving sizes?
 - E. What could happen if you ate more food than is recommended and did not get enough physical activity?
 - F. What are some ways to get at least 60 minutes of physical activity each day?
 - G. What are some foods and beverages that have lots of added sugar?
 - H. What are some of the health benefits of a nutritious diet and physical activity?
6. Assign students to solve the problems on pages 9-11 of the booklet. After the problems are solved, ask students to share their answers and discuss the process used in solving each problem.
7. Challenge students to think of creative ways to make quick breakfasts that are interesting and nutritious. Suggestions might include leftover pizza, peanut butter and banana sandwiches, or quick-cooking oats served with brown sugar and fresh fruit. Make a list on the chalkboard as the breakfast creations are named.
8. Based on information in the booklet and class discussions, assign students to complete pages 12-15 of the booklet. Remind students to concentrate on the cause and effect of the situation presented in the problem and use correct grammar as responses are written. At least two solutions should be written for each problem.
9. Allow students to read their responses to the problems aloud to the class. Compare and contrast the responses as they are read.
10. Provide students *Breakfast Foods*. Discuss how some foods cannot be classified into one food group because they are made up of a combination of foods from different food groups. Ask students to identify three foods from the list that will not fit into one food group and write these foods on the lines. Above these foods, a sentence should be written to explain why they do not fit in the chart. Instruct students to categorize the remaining foods into foods groups by writing each food in the correct column of the chart.
11. Provide students *Power Up Bingo* for playing a breakfast food game. (The game board will be more durable if copied on heavy paper.) Ask students to choose any 25 breakfast foods from the *Breakfast Foods* handout and write them in any order on the spaces on their bingo card. (Some words will not be used.)
12. Cut apart the food words on a *Breakfast Foods* page and place all food words in a “hat” to be used in playing the game.
13. Provide students with Fruit Loops or other round cereal pieces to use as bingo markers.

14. Play the game like bingo by “calling” a food word from the container. Those students who have this “called” word on a card should cover it with a marker. Continue until a student has five squares in a row covered either vertically, horizontally, or diagonally. Award a breakfast food as the prize! (Breakfast bars or fruit would be great!)
15. Review cups, quarts, and gallons. Discuss breakfast foods that might be stored or served using these measurements.
16. Provide the *Juicy Problems* and provide instructions to solve the problems. After completing the assignment, divide the class into pairs to discuss and compare answers and discuss the process used for solving the problems. Ask each pair to reach an agreement on the correct answer for each problem.
17. Review ounces, pounds, days, weeks, and year. Provide students *Cereal for Breakfast* as a homework activity. Encourage students to have their parents check the completed assignment for accuracy before it is returned.
18. Distribute *Cereal Questions* and provide instructions to solve the problems. After completing the assignment, divide the class into pairs to share and discuss answers and the process used for solving the problems. Each pair of students will need to reach an agreement on the correct answer for each problem.
19. Review some of the breakfast foods from the “Bread Group” of the *Food Guide Pyramid*. Identify muffins as a breakfast treat that can be a part of a healthy diet.
20. Review adding fractions and reducing fractions to lowest terms. Provide students *Blueberry Muffins* and give instructions to double the recipe. Encourage students to try the recipe at home.
21. Divide the class into cooperative learning groups. Provide each group with a purchased package of blueberry muffin mix. Allow time for each group to read the directions to prepare the mix. Discuss the convenience of buying a mix instead of using the homemade recipe in the *Blueberry Muffin* handout. Why is there a demand for mixes?
22. Provide each student in the cooperative learning group “*Berry*” *Good Muffins* to complete by reading the information on the muffin mix. Students should work together to answer the questions.
23. Review fractional parts of a whole. Define a dozen as a group of twelve. Show the class a dozen eggs in a carton. Identify each egg as $\frac{1}{12}$ of the dozen. Review and discuss how the dozen of eggs could also be divided into halves, thirds, fourths, and sixths.
24. Review and discuss equivalent fractions and reducing fractions to lowest terms.
25. Provide students *An “Egg-Citing” Breakfast* handout. Challenge students to score by completing the homework assignment.

26. Give students the same *Breakfast Record* handout to complete a second time as a post-study activity. Instruct students to write the date under the day of the week in the first column of the chart and keep a record of the foods they eat for breakfast. After the week of data collection, return the pre-study *Breakfast Record* to students. Ask students to compare the record kept *before* the *Breakfast Power* study to the record kept *after* the study. Were there any significant changes made in choosing to eat a healthy breakfast eat day?
27. Ask students to write a paragraph comparing the results of the pre-study record to the post-study record.
28. Allow time for students to share their comparisons with the class.

EXTENSION ACTIVITIES:

1. Allow the class to make a Pineapple Sandwiches as a special breakfast treat!

Pineapple Sandwich

1. Spread one-half of a hamburger bun with peanut butter.
2. Lay a slice of canned pineapple on top of the peanut butter.
3. Top the pineapple slice with a slice of low-fat cheese.
4. Top the cheese with a maraschino cherry.
5. Place in 400° oven for about 10 minutes or until cheese is melted.



2. Challenge students to identify the foods groups represented in the Pineapple Sandwich. Is this a healthy choice for breakfast?
3. Prepare the blueberry muffin mixes in class.
4. Prepare blueberry muffins in class using the homemade recipe in the lesson and a prepared mix. Allow students to sample the muffins and analyze the difference in taste. How do the muffins compare? Assign students to write a paragraph comparing the two kinds of muffins.
5. Assign students to create a breakfast brochure. In the brochure, students should include information of why breakfast is important and some smart choices for breakfast foods.

EVALUATION:

Participation

- Did students complete the *Breakfast Record* to collect data concerning breakfast habits?
- Did students complete, read, and discuss the information in the *Breakfast Power* booklet?
- Did students write responses to problems presented in *Breakfast Power* based on information in the booklet?
- Did students participate in playing *Power Up Bingo*?
- Did students actively participate in cooperative learning groups to complete “*Berry*” *Good Muffins*?
- Did students complete the *Breakfast Record* to collect data concerning breakfast habits at the end of the study?
- Did students write a paragraph comparing the results of the two records?

Skills/Knowledge

- Were students able to identify breakfast foods and categorize them according to the food groups of the *Food Guide Pyramid*?
- Were students able to answer the questions in *Breakfast Power*?
- Did students accurately solve the problems on *Juicy Problems*?
- Did students accurately solve the problems on the *Cereal for Breakfast* homework activity?
- Were students able to accurately solve the problems on *Cereal Questions*?
- Were students able to accurately complete *Blueberry Muffins*?
- Did students accurately solve the problems on the “*Egg-Citing*” *Breakfast* homework activity?

Behavior

- Did a comparison of the data collected in the pre- and post- *Breakfast Record* show that students were making progress in choosing to eat a healthy breakfast?
- Did students learn to make smart decisions about breakfast as determined by the parent survey?
- Did students develop a more active lifestyle as determined by the parent survey?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans

U. S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

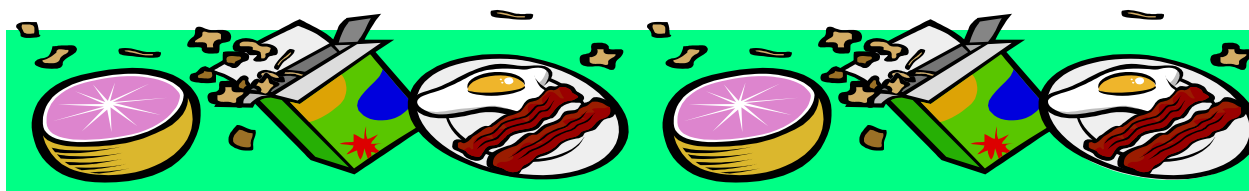
Washington, D.C. 20402-9328

Eat Smart. Play Hard.™

USDA Food and Nutrition Service

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BREAKFAST RECORD

Directions: Write the date under the day of the week in the first column. Write the foods you eat for breakfast in the second column.

Day/Date	Foods
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Dear Parents:

Our class is beginning a study called *Breakfast Power*. We will be emphasizing the importance of eating breakfast and making smart choices when choosing breakfast foods. It is important that you become part of this study. There are several ways that you can help:

1. Let kids help set out bowls and cereals the night before to make the morning meal quick and easy.
2. Encourage your child to learn to prepare breakfast foods such as blueberry muffins from a mix. These can be prepared the night before and warmed in the microwave at breakfast.
3. Keep sliced fruit or hard-boiled eggs in the refrigerator.
4. Keep 100% juice, dried or fresh fruit, yogurt, bagels, or breakfast bars on hand.
5. Be creative with breakfast foods. Try burritos, pizza, scrambled eggs in tortillas, peanut butter and banana on a tortilla, fruit salad, yogurt with fruit, or adding dried fruits and nuts to oatmeal and rice.
6. Work with your child to create interesting nutritious breakfast combinations!
7. Make grocery shopping a family affair.
8. Have a breakfast picnic on the weekend. Celebrate special occasions at breakfast.
9. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. By showing your interest in *Breakfast Power*, you will have a key role in making your child a winner for good health.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Breakfast can include a variety of foods from the five major groups of the *Food Guide Pyramid*:

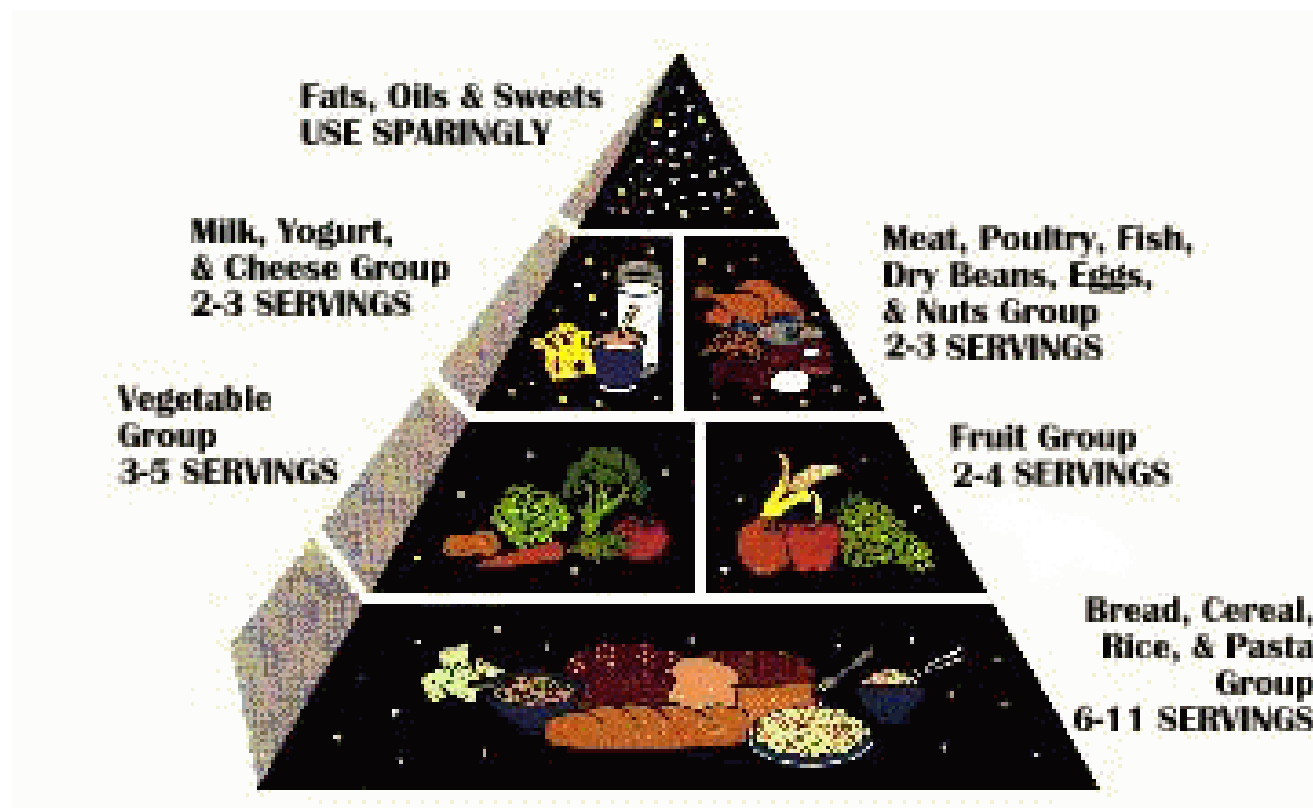
- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

We are looking forward this study. Thank you for being a part of our learning team!

Sincerely,

Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

BREAKFAST POWER



Breakfast Power

A healthy breakfast is smart for everyone! There are several reasons why you should eat breakfast:

- Kids who eat breakfast do better in school and are more alert.
- Attention span and memory are increased.
- Behavior and attitudes are improved.
- A smart breakfast provides nutrients needed for growth.
- Kids who eat breakfast usually feel better.
- Kids who eat breakfast usually have better attendance than those who do not eat breakfast.

The Dietary Guidelines for Americans recommend letting the *Food Guide Pyramid* help you pick your foods to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Breakfast should be planned to include smart choices from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

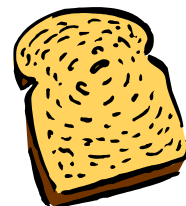


2

The "Bread, Cereal, Rice & Pasta Group" has lots of food choices for a smart breakfast. The recommended number of servings from this food group varies from six to eleven servings per day. The number of servings depends on your age, sex, and activity. Children ages two to six years, women, and some older adults need six servings daily. Older children, teen girls, active women, and most men need nine servings daily. Teen boys and active men need eleven servings daily.

A serving size is identified in three ways:

- 1 slice of bread
- About 1 cup of ready-to-eat cereal
- ½ cup of cooked cereal, rice, or pasta



3

It is also smart to include the "Milk Group" at breakfast. This food group includes milk, yogurt, and cheese. Other foods in the "Milk Group" include ice milk, ice cream, pudding, cream sauce, buttermilk, and chocolate milk. The *Dietary Guidelines for Americans* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often. This food group is an important source of calcium. Calcium is important for bones and teeth. The recommended number of servings each day is from 2 to 3, depending on age. Older children, teenagers (ages 9 to 18 years), and adults over the age of 50 need 3 servings each day. Others need 2 servings daily.

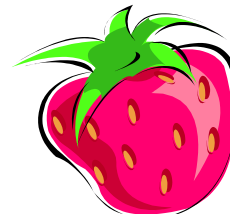
A serving is identified in three ways: 1 cup milk or yogurt or 1 $\frac{1}{2}$ ounces of natural cheese or 2 ounces of processed cheese.



4

Another smart food for breakfast is fruit. Fruits are a key part of the daily diet. Eating plenty of fruit may help protect the body against many diseases. Fruit provides essential vitamins and minerals, fiber, and other substances that are important to good health. Most people eat fewer servings of fruit than are recommended by the *Food Guide Pyramid*. The *Food Guide Pyramid* recommends from two to four servings of fruit each day and identifies a serving in three different ways:

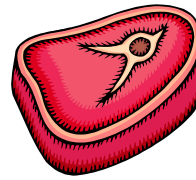
- One medium-size fresh fruit
- $\frac{1}{2}$ cup of chopped, cooked, or canned fruit
- $\frac{3}{4}$ cup of fruit juice



5

The “Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group” may also be a part of breakfast. *The Food Guide Pyramid* recommends consuming between two to three servings from this group each day. The number of servings depends on your age, activity, and sex. Children, teenage girls, and active women need two servings while teen boys and active men need three servings daily.

- It takes two to three ounces of cooked lean meat to equal one serving.
- One egg counts as one ounce of lean meat.
- Two tablespoons of peanut butter or 1/3 cup of nuts counts as one ounce of meat.



6

It is important to watch serving sizes! Many of the serving sizes given on the *Food Guide Pyramid* are smaller than those on the Nutrition Facts Label. For example, one serving of cooked cereal, rice, or pasta is one cup on a food label but only $\frac{1}{2}$ cup on the *Food Guide Pyramid*. Also, some of the servings are smaller than what you might usually eat. For example, if you eat a sandwich that is made of two slices of bread, this equals two servings of bread. The sandwich will also include foods from the other food groups. So it's easy to meet the recommended number of servings.

7

Additionally, it is important to remember these guidelines:

- Choose fat-free or reduced-fat dairy products most often.
- Choose a diet that is moderate in total fat.
- Choose beverages and foods to moderate your intake of sugars.
- Choose and prepare foods with less salt.
- Aim for a healthy weight.
- Be physically active each day. Kids need at least 60 minutes of physical activity each day.

BREAKFAST POWER QUESTIONS

Directions: Read *Breakfast Power* to find answers to the questions. Darken the circle beside the correct answer.

1. This booklet can be best described as —
 - ☐ fiction.
 - ☐ non-fiction.
 - ☐ poetry.
 - ☐ a drama.
2. In the "Meat, Poultry, Fish, Dry Beans, Eggs, and Nut Group", one cup of nuts counts the same as —
 - ☐ one ounce of meat.
 - ☐ two eggs.
 - ☐ three ounces of meat.
 - ☐ two tablespoons of peanut butter.

3. Kids need at least —

- ☐ 6 hours of physical activity each week.
- ☐ 7 hours of physical activity each week.
- ☐ 30 minutes of physical activity each day.
- ☐ 360 minutes of physical activity each day.

4. If your breakfast included one cup of low-fat milk, one cup of yogurt, and two ounces of processed cheese at dinner, how many servings from the "Milk Group" did you have?

- ☐ one
- ☐ two
- ☐ three
- ☐ four

10

5. If you had one banana and $1\frac{1}{2}$ cups of orange juice for breakfast, how many servings from the "Fruit Group" did you have?

- ☐ two
- ☐ three
- ☐ four
- ☐ five

6. The recommended number of servings from each of the five major food groups on the *Food Guide Pyramid*—

- ☐ is the same for all people.
- ☐ is the same for all food groups.
- ☐ serves as a guide for making smart choices.
- ☐ should be followed at least one day out of the week.

11

Problems with Solutions

Directions: Read each problem and write **at least two** solutions for each.

Problem: You are planning a breakfast menu. The menu includes **at least** one serving from **at least** three of the five major food groups of the *Food Guide Pyramid*. What's on the menu?

Solution:

12

Problem: Every morning is so rushed at your house that you do not have time to eat breakfast before you leave for school.

Solution:

13

Problem: There are so many interesting and entertaining television programs to watch that you spend most of your free time watching television.

Solution:

14

Problem: Two of your friends are having a disagreement. One friend says that television was the greatest invention ever made. The other friend says it is the worst invention every made because of the effects of television on the physical fitness of people. Who is correct?

Solution:

15

BREAKFAST POWER QUESTIONS

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 - ☐ two tablespoons of peanut butter.

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 - ☐ four

5. If you had one banana and $1\frac{1}{2}$ cups of orange juice for breakfast, how many servings from the "Fruit Group" did you have?

- ☐ two
- ☒ three
- ☐ four
- ☐ five

6. The recommended number of servings from each of the five major food groups on the *Food Guide Pyramid*—

- ☐ is the same for all people.
- ☐ is the same for all food groups.
- ☒ serves as a guide for making smart choices.
- ☐ should be followed at least one day out of the week.

*Answers for **Problems With Solutions** will vary. Responses should be accepted that are based on the information provided in the booklet. Responses should be written using correct grammar.*

BREAKFAST FOODS

Directions: Read the breakfast food words below. Categorize the foods by writing each food word under the correct Food Group in the chart. Which three foods do not fit into one food group? Why?

orange	apple	pear	peach
grapefruit	pineapple	strawberry	watermelon
cantaloupe	grapes	kiwi	banana
milk	yogurt	cheese	toast
tortilla	biscuit	oats	rice
cereal	egg	muffin	bagel
burrito	potato	raisins	orange juice
sausage	cherries	apricot	prunes
sandwich	pizza	ham	waffles
pancakes	nuts	bacon	cottage cheese

Milk Group	Meat Group	Vegetable Group	Fruit Group	Bread Group

BREAKFAST FOODS

Directions: Read the breakfast food words below. Categorize the foods by writing each food word under the correct Food Group in the chart. Which three foods do not fit into one food group? Why?

Answers may vary but should include information about the different foods that make up these food choices and that it depends on what foods are combined.

<u>pizza</u>	<u>sandwich</u>	<u>burrito</u>
orange	apple	pear
grapefruit	pineapple	strawberry
cantaloupe	grapes	kiwi
milk	yogurt	cheese
tortilla	biscuit	oats
cereal	egg	muffin
burrito	potato	raisins
sausage	cherries	apricot
sandwich	pizza	ham
pancakes	nuts	bacon
		cottage cheese
		peach
		watermelon
		banana
		toast
		rice
		bagel
		orange juice
		prunes
		waffles

Milk Group	Meat Group	Vegetable Group	Fruit Group	Bread Group
<i>milk</i>	<i>egg</i>	<i>potato</i>	<i>orange</i>	<i>tortilla</i>
<i>yogurt</i>	<i>nuts</i>		<i>grapefruit</i>	<i>cereal</i>
<i>cheese</i>	<i>bacon</i>		<i>cantaloupe</i>	<i>pancakes</i>
<i>cottage cheese</i>	<i>ham</i>		<i>apple</i>	<i>biscuit</i>
	<i>sausage</i>		<i>pineapple</i>	<i>oats</i>
			<i>grapes</i>	<i>muffin</i>
			<i>cherries</i>	<i>toast</i>
			<i>pear</i>	<i>rice</i>
			<i>strawberry</i>	<i>bagel</i>
			<i>kiwi</i>	<i>waffles</i>
			<i>raisins</i>	
			<i>apricot</i>	
			<i>peach</i>	
			<i>watermelon</i>	
			<i>banana</i>	
			<i>orange juice</i>	
			<i>prunes</i>	

POWER UP BINGO

Directions: Choose any 25 breakfast foods from the *Breakfast Foods* list and write one food in each section of this card. Use this card to play "Power Up Bingo" in class.

JUICY PROBLEMS

Directions: Read and solve each question. Show your work.

4 cups = 1 quart

4 quarts = 1 gallon

1. Dawn's family is planning a breakfast picnic. They are planning to serve 25 people. A quart of orange juice can serve 5 people. If the orange juice is only available in one-gallon containers, how many containers will be needed?
2. A pitcher holds 10 large glasses of grape juice. If smaller glasses that hold $\frac{1}{2}$ as much as the large ones are used, how many glasses of grape juice can be served from three pitchers?
3. Mrs. Conners wants to serve apple juice to the fifth grade class. There are 24 students in the class. If apple juice is only available in half-gallon size containers, how many half-gallon containers will she need to give each student $\frac{1}{2}$ cup of apple juice? How much juice will she have left after serving the students?
4. John has $\frac{1}{2}$ gallon of grapefruit juice. He drinks 1 cup of grapefruit juice every morning for breakfast. What fractional part of the gallon will he have left after four days?
5. There are four people in Kita's family. Each member of the family drinks 1 cup of orange juice for breakfast each morning. How many quarts of orange juice does the family drink in all in one week?
6. There are five people in Anthony's family. Three of the family members drink 1 cup of juice each morning for breakfast. Two of the family members drink only $\frac{1}{2}$ cup of juice each morning. How many gallons of juice does the family drink in all in 12 days?
7. Kaleb drinks twice as much juice in a month as Rebecca. Joe drinks 8 cups more in a month than Kaleb. Rebecca drinks 1 gallon of juice in a month. How many quarts of juice does Joe drink in a month?

JUICY PROBLEMS

Directions: Read and solve each question. Show your work.

4 cups = 1 quart

4 quarts = 1 gallon

- Dawn's family is planning a breakfast picnic. They are planning to serve 25 people. A quart of orange juice can serve 5 people. If the orange juice is only available in one-gallon containers, how many containers will be needed?
 $25 \text{ people} \div 5 = 5 \text{ quarts needed}$
 $4 \text{ quarts in one gallon so will need 2 gallons to have enough}$
- A pitcher holds 10 large glasses of grape juice. If smaller glasses that hold $\frac{1}{2}$ as much as the large ones are used, how many glasses of grape juice can be served from three pitchers?
 $10 \times 2 = 20 \text{ small glasses in one pitcher}$
 $20 \times 3 = 60 \text{ small glasses in three pitchers}$
- Mrs. Connors wants to serve apple juice to the fifth grade class. There are 24 students in the class. If apple juice is only available in half-gallon size containers, how many half-gallon containers will she need to give each student $\frac{1}{2}$ cup of apple juice? How much juice will she have left after serving the students?
 $\frac{1}{2} \text{ cup} \times 24 \text{ students} = 12 \text{ cups needed}$
 $8 \text{ cups in } \frac{1}{2} \text{ gallon so will need two } \frac{1}{2} \text{ gallon containers of juice to have enough}$
 $\text{two } \frac{1}{2} \text{ gallons of juice} = 16 \text{ cups so she will have 4 cups left over}$
- John has $\frac{1}{2}$ gallon of grapefruit juice. He drinks 1 cup of grapefruit juice every morning for breakfast. What fractional part of the gallon will he have left after four days?
 $\frac{1}{2} \text{ gallon} = 8 \text{ cups}$
 $8 \text{ cups} - 4 \text{ cups} = 4 \text{ cups or 1 quart left}$
 $1 \text{ quart} = \frac{1}{4} \text{ of a gallon}$
- There are four people in Kita's family. Each member of the family drinks 1 cup of orange juice for breakfast each morning. How many quarts of orange juice does the family drink in all in one week?
 $4 \text{ cups each day for 7 days} = 28 \text{ cups a week}$
 $28 \text{ cups} \div 4 \text{ cups in a quart} = 7 \text{ quarts}$
- There are five people in Anthony's family. Three of the family members drink 1 cup of juice each morning for breakfast. Two of the family members drink only $\frac{1}{2}$ cup of juice each morning. How many gallons of juice does the family drink in all in 12 days?
 $4 \text{ cups each day for the family}$
 $4 \text{ cups} \times 12 \text{ days} = 48 \text{ cups}$
 $48 \text{ cups} \div 16 \text{ cups in one gallon} = 3 \text{ gallons}$
- Kaleb drinks twice as much juice in a month as Rebecca. Joe drinks 8 cups more in a month than Kaleb. Rebecca drinks 1 gallon of juice in a month. How many quarts of juice does Joe drink in a month?
 $\text{Rebecca drinks 1 gallon of juice so Kaleb would drink 2 gallons. } 2 \text{ gallons} = 32 \text{ cups}$
 $32 \text{ cups} + 8 \text{ cups} = 40 \text{ cups for Joe}$
 $40 \text{ cups} \div 4 \text{ cups in a quart} = 10 \text{ quarts in a month for Joe}$

CEREAL FOR BREAKFAST

Directions: Read and solve each problem. Darken the circle beside the correct answer. Show your work!

Units of Measurement:

16 ounces = 1 pound

7 days = 1 week

52 weeks = 1 year

1. On the average, the Strecker family has cereal for breakfast 4 times a week. How many times will cereal be eaten for breakfast in one year?
☐ 28
☐ 52
☐ 104
☐ 208
2. Mrs. Jones buys one sixteen-ounce-box of cereal each week when she buys groceries. How many ounces of cereal will she buy in one year?
☐ 7
☐ 12
☐ 520
☐ 832
3. Clara bought a 32-ounce box of quick-cooking oats and used $\frac{1}{4}$ of the box for breakfast for her family. How many ounces are left in the box?
☐ 8
☐ 12
☐ 18
☐ 24
4. John consumes 2 ounces of cereal each morning for breakfast. How much cereal will he consume in four weeks?
☐ 14 ounces
☐ 16 ounces
☐ 3 pounds
☐ $3\frac{1}{2}$ pounds
5. Sue consumes 1 ounce of cereal each morning for breakfast. How many days will it take for Sue to consume 2 pounds of cereal?
☐ 7
☐ 16
☐ 24
☐ 32
6. Nancy had two twelve-ounce boxes of cereal. She ate 2 ounces of cereal on Monday, 3 ounces on Tuesday, 1 ounce on Wednesday, and 2 ounces on Thursday. How much cereal did she have left?
☐ 12 ounces
☐ 15 ounces
☐ 1 pound
☐ 2 pounds

CEREAL FOR BREAKFAST

Directions: Read and solve each problem. Darken the circle beside the correct answer. Show your work!

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CEREAL QUESTIONS

Directions: Read and solve each problem. Darken the circle beside the correct answer. Show your work!

16 ounces = 1 pound

52 weeks = 1 year

1. A large box of cereal has 18 ounces of cereal. A small box of cereal has 12 ounces. What is the weight of 2 large boxes and 1 small box?
☐ 2 pounds
☐ 2 $\frac{1}{2}$ pounds
☐ 3 pounds
☐ 30 ounces
2. A large box of cereal has 22 ounces of cereal. A small box of cereal has 10 ounces. How many one-ounce servings of cereal will be in three large boxes and four small boxes?
☐ 24 servings
☐ 32 servings
☐ 72 servings
☐ 106 servings
3. Charlie and Helen eat cereal every day for breakfast. Charlie consumes about 16 ounces of cereal each week. He consumes about twice as many ounces of cereal as his sister Helen. About how much cereal will Charlie and Helen consume together in a year?
☐ 24 pounds
☐ 32 pounds
☐ 78 ounces
☐ 78 pounds
4. Kelly consumed twice as much cereal in a year as her brother, Wade. Their sister, Carrie, consumed one pound more cereal than Kelly. Wade consumed 11 pounds of cereal. How many ounces of cereal did Carrie consume in a year?
☐ 23 ounces
☐ 56 ounces
☐ 112 ounces
☐ 368 ounces
5. Patty consumes almost 19 pounds of cereal each year. Julie consumes about 7 pounds less than Patty. Joe consumes twice as much in a year as Julie. How many one-ounce servings of cereal do they consume together in a year?
☐ 55 servings
☐ 62 servings
☐ 880 servings
☐ 992 servings



CEREAL QUESTIONS

52 weeks = 1 year

Directions: Read and solve each problem. Darken the circle beside the correct answer. Show your work!

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☐ 55 servings
☐ 62 servings
☒ 880 servings
☐ 992 servings



BLUEBERRY MUFFINS

Directions: Read the *Blueberry Muffins* recipe. Rewrite the recipe to make twice as many servings. Fill in the blanks on the bottom recipe card to show the ingredients needed to double the recipe. Fractions should be reduced to lowest terms. Take the recipe home and add to your recipe collection.

Blueberry Muffins

1 $\frac{1}{2}$ cups sifted flour
 $\frac{1}{2}$ cup sugar
2 tsp. baking powder
 $\frac{1}{2}$ tsp. salt
 $\frac{1}{4}$ cup soft shortening
1 egg
 $\frac{1}{2}$ cup milk
 $\frac{3}{4}$ cup canned blueberries, drained

Preheat oven to 400 degrees. Sift flour, sugar, baking powder, and salt together into mixing bowl. Add shortening, egg, and milk. Mix together until ingredients are blended. Carefully blend in blueberries. Fill greased muffin cups $\frac{2}{3}$ full. Bake about 25 minutes or until golden brown. Serve hot with butter and honey. This makes 12 medium-sized muffins.

Blueberry Muffins

_____ cups sifted flour
_____ cup sugar
_____ tsp. baking powder
_____ tsp. salt
_____ cup soft shortening
_____ eggs
_____ cup milk
_____ cups canned blueberries, drained

Preheat oven to 400 degrees. Sift flour, sugar, baking powder, and salt together into mixing bowl. Add shortening, egg, and milk. Mix together until ingredients are blended. Carefully blend in blueberries. Fill greased muffin cups $\frac{2}{3}$ full. Bake about 25 minutes or until golden brown. Serve hot with butter and honey. This makes 24 medium-sized muffins.

Blueberry Muffins

3 cups sifted flour
1 cup sugar
4 tsp. baking powder
1 tsp. salt
1/2 cup soft shortening
2 eggs
1 cup milk
1 1/2 cups canned blueberries, drained

Preheat oven to 400 degrees. Sift flour, sugar, baking powder, and salt together into mixing bowl. Add shortening, egg, and milk. Mix together until ingredients are blended. Carefully blend in blueberries. Fill greased muffin cups 2/3 full. Bake about 25 minutes or until golden brown. Serve hot with butter and honey. This makes 24 medium-sized muffins.

"BERRY" GOOD MUFFINS

Directions: Read from the package of a *Blueberry Muffin Mix* to find answers to these questions:

1. What temperature should the oven be to bake blueberry muffins?
2. Should the oven be turned on *before or after* the muffins are put in to bake? Explain your answer.
3. What ingredients are needed to make the mix?
4. How long should the muffins be baked?
5. How many muffins does one mix make?
6. How many calories are in one baked muffin?
7. How many grams of sugar are in one muffin?
8. Does the muffin mix have real or artificial blueberries in it? Explain your answer.
9. What is the weight of the muffin mix?
10. What state distributes the muffin mix?
11. How much of the dry muffin mix does it take to make one muffin?
12. How much of the dry muffin mix would it take to make three muffins? Explain your answer.
13. How many muffin mixes would be needed to make 10 muffins?
14. If the temperature of an oven is 525 degrees, how many degrees too high is the oven to bake muffins?
16. If the temperature of an oven is 200 degrees, how many degrees too low is the oven to bake muffins?

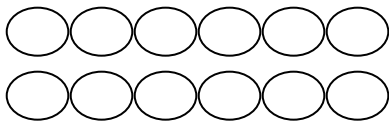


AN "EGG-CITING" BREAKFAST

Directions: Read and solve each problem in the grid. One point will be given for coloring the correct number of eggs **left** in the dozen. One point will be given for writing the fractional part of the dozen **left**. Fractions should be written in *reduced form*. Additionally, one bonus point will be given for each "tic-tac-toe" (three problems solved correctly in a row, column, or diagonal). A total of 26 points is possible if all problems are solved correctly.

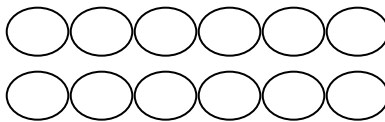
$\frac{2}{3}$ of this dozen will be used for breakfast. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



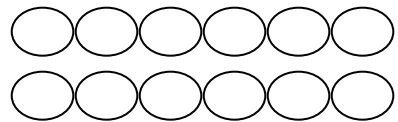
$\frac{1}{2}$ of this dozen will be used for an omelet. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



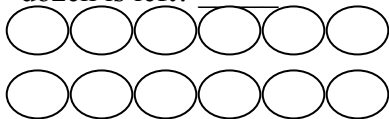
$\frac{7}{12}$ of the eggs in this dozen will be used for breakfast. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



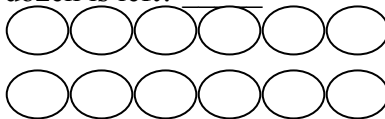
$\frac{1}{4}$ of the eggs in this dozen will be used to make pancakes. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



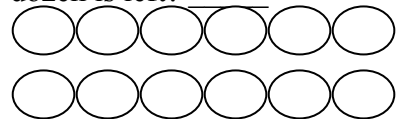
$\frac{3}{4}$ of the eggs in this dozen will be used for scrambling. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



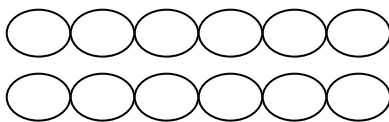
$\frac{5}{6}$ of the eggs in this dozen will be poached. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



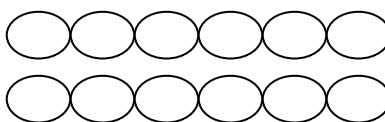
$\frac{1}{3}$ of the dozen will be used for boiling. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



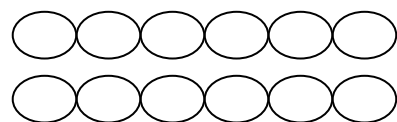
$\frac{1}{6}$ of the eggs in this dozen will be soft boiled. Color the eggs left in the dozen.

What fractional part of the dozen is left? _____



$\frac{5}{12}$ of the eggs in this dozen will be hard boiled. Color the eggs left in the dozen.

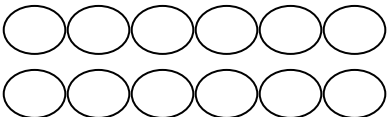
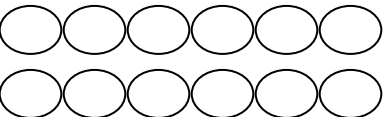
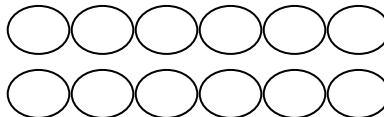
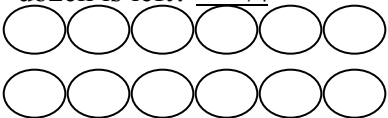
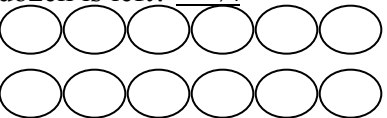
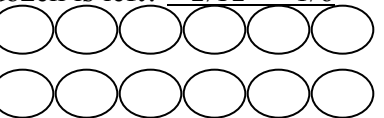
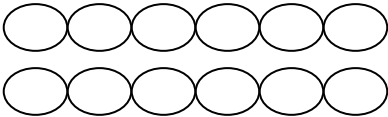
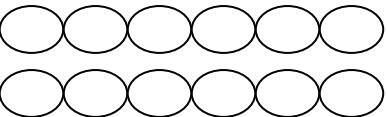
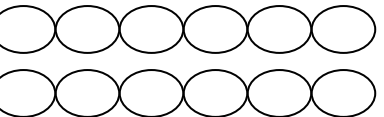
What fractional part of the dozen is left? _____



Answer Key

AN "EGG-CITING" BREAKFAST

Directions: Read and solve each problem in the grid. One point will be given for coloring the correct number of eggs **left** in the dozen. One point will be given for writing the fractional part of the dozen **left**. Fractions should be written in *reduced form*. Additionally, one bonus point will be given for each "tic-tac-toe" (three problems solved correctly in a row, column, or diagonal). A total of 26 points is possible if all problems are solved correctly.

<p>$\frac{2}{3}$ of this dozen will be used for breakfast. Color the eggs left in the dozen. <i>4 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{4}{12} = \frac{1}{3}$</p> 	<p>$\frac{1}{2}$ of this dozen will be used for an omelet. Color the eggs left in the dozen. <i>6 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{1}{2}$</p> 	<p>$\frac{7}{12}$ of the eggs in this dozen will be used for breakfast. Color the eggs left in the dozen. <i>5 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{5}{12}$</p> 
<p>$\frac{1}{4}$ of the eggs in this dozen will be used to make pancakes. Color the eggs left in the dozen. <i>9 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{3}{4}$</p> 	<p>$\frac{3}{4}$ of the eggs in this dozen will be used for scrambling. Color the eggs left in the dozen. <i>3 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{1}{4}$</p> 	<p>$\frac{5}{6}$ of the eggs in this dozen will be poached. Color the eggs left in the dozen. <i>2 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{2}{12} = \frac{1}{6}$</p> 
<p>$\frac{1}{3}$ of the dozen will be used for boiling. Color the eggs left in the dozen. <i>8 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{2}{3}$</p> 	<p>$\frac{1}{6}$ of the eggs in this dozen will be soft boiled. Color the eggs left in the dozen. <i>10 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{10}{12} = \frac{5}{6}$</p> 	<p>$\frac{5}{12}$ of the eggs in this dozen will be hard boiled. Color the eggs left in the dozen. <i>7 should be colored</i></p> <p>What fractional part of the dozen is left? $\frac{7}{12}$</p> 

COMPARING THE RECORDS

Directions: Analyze the data collected on your first *Breakfast Record* to the data collected on your second *Breakfast Record*. Consider the choices you made on each record in reference to the *Food Guide Pyramid* and the *Dietary Guidelines for Americans*. Write a paragraph comparing the two records. Refer to the Writer's Checklist in the box as you write the paragraph at the bottom of the page.

Writer's Checklist

Have you used enough details to explain your writing?
Have you put your thoughts in order?
Will others understand the comparison of the two records?
Do you have sentences of different lengths?
Have you used correct grammar?
Did you edit the paragraph for punctuation, capitalization, and spelling?
Can others read your handwriting?

Parent Survey

Our class has studied the importance of eating a smart breakfast each day. We have also included some information on the importance of being physically active. We would appreciate you helping us determine the success of our study by completing this survey. Please complete the survey and return it to school with your child.

Please write *yes*, *no*, or *maybe* in the blank before each statement.

At the end of the *Breakfast Power* unit of study, I have noticed the following changes:

- _____ 1. My child has been interested in going to school.
- _____ 2. I have seen some changes in the breakfast eating habits of my child.
- _____ 3. My child has more interest in being healthy.
- _____ 4. My child has demonstrated more personal responsibility towards health.
- _____ 5. My child has watched less TV and has been more active.
- _____ 6. My child has paid more attention to what we eat for breakfast.
- _____ 7. My child has mentioned the *Food Guide Pyramid* at home.
- _____ 8. My child has prepared or has expressed an interest in preparing breakfast foods.
- _____ 9. My child has shared information with me that has been part of the study.
- _____ 10. I would recommend *Power Breakfast* for other fifth grade classes.

Comments: